DOCUMENT RESUME

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ABSTRACT

Containing 27 references on hyperactivity selected from "Exceptional Child Education Abstracts", the bibliography cites research reports, conference papers, journal articles, texts, and program guides. Each entry provides bibliographical data, availability information, indexing and retrieval descriptors, and abstracts of the documents. The bibliography is one in a series of over 50 similar selected listings in various areas of exceptional child education. (RD)

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ED050521

HYPERACTIVITY

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

EC 032360E

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ABSTRACT 10235

EC 01 0235 ED N.A.
Publ. Date Feb 66
Curtis, W. Scott
The Evaluation of Verbal Performance in Multiply Handicapped Blind Children.
Syracuse University, New York
Exceptional Children, Volume 32, 1966.
EDRS not available

Descriptors: exceptional child education; visually handicapped; multiply handicapped; tests; language; children; auditory evaluation; aural stimuli; verbal ability; verbal communication; social relations; hyperactivity; blind; communication (thought transfer); speech evaluation; evaluation methods; Syracuse University Center for the Development of Blind Children

At the Syracuse University Center for the Development of Blind Children, a team of specialists in pediatrics, neurology, ophthalmology, psychology, speech pathology, audiology, social work, and special education has been evaluating the communication skills of multiply handicapped blind children over periods of 3 to 5 days since 1957. After the child is first observed, he is classified either as apathetic or as hyperactive. The technique with the apathetic child is to introduce and then withdraw auditory stimuli, forcing the child to initiate activities on his own, which the interviewers encourage by verbalization and play. With the hyperactive child the technique is to fatigue his hyperirritable behavior by leaving him completely alone, letting him develop a ritualized activity pattern, and then to offer relief from this behavior by rewarding him. With both classifications of children, social interactions and auditory assessment are thus established. An outline of response categories provides cues to behavior patterns, and modality capacities are listed for the receptive, the expressive, and the referential system. General recommendations are (1) the child should be seen on more than one occasion, (2) the child should be examined prior to exploring his case records and to interviewing his parents, (3) the examiner should probe capabilities and assets as well as liabilities, and (4) the examiner should recall the difference between isolated and multiple disabilities. This article was published in Exceptional Children, Volume 32, Number 6, pages 367-374, February 1966. (CG)

ABSTRACT 10540

EC 01 0540 ED 023 235
Publ. Date 67 141p.
Knoblock, Peter, Ed.; Johnson, John L., Ed.
The Teaching-Learning Process in Educating Emotionally Disturbed Children, Proceedings of the Third Annual Conference on the Education of Emotionally Disturbed Children.
Syracuse University, New York, Division Of Special Education And Rehabilitation
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($3.00).

Descriptors: exceptional child education; emotionally disturbed; learning; teaching methods; behavior; hyperactivity; teaching machines; programed instruction; reading difficulty; identification; mathematics; educational research; educational needs; curriculum; clinical diagnosis; interaction process analysis; conference reports; Syracuse Scholastic Rehabilitation Program

The teaching-learning process for emotionally disturbed children is explored by nine conference participants at Syracuse University. The interaction analysis system developed by Flanders and its adaptability to classroom situations faced by teachers of disturbed children are discussed; and comments on the applicability of this system are included. General research strategies for the teacher are described, and the research activity of the Syracuse Scholastic Rehabilitation Program in the Syracuse Public Schools is examined. A theoretical conception of hyperactivity and a curriculum for hyperactive children is presented; two papers provide comments. Diagnostic and programing problems of educators discussed include programing for disturbed children without a clear idea of who they are and a framework for discovering children's learning patterns in mathematics. (LE)

ABSTRACT 10579

EC 01 0579 ED 021 366
Publ. Date 67 43p.
Gertz, Boris, Ed.
Educational Implications of Psychopathology for Brain-Injured Children; Lesley College Annual Graduate Symposium (3rd, Cambridge, Massachusetts, May 13, 1967).
Lesley College Graduate School Of Education, Cambridge, Massachusetts
EDRS mf,hc
Lesley College Graduate School Of Education, Cambridge, Massachusetts ($2.00).

Descriptors: exceptional child education; learning disabilities; educational needs; minimally brain injured; hyperactivity; children; psychopathology; educational environment; curriculum planning; educational methods; symposia

The symposium report includes the text of an illustrated lecture given by William M. Cruickshank on Psychopathology and Implications for Educating Brain-Injured Children. Considered in the lecture are hyperactivity, the needs of hyperactive children, and educational setting and curriculum. Panel reactions are provided by E.F. Rabe, a pediatric neurologist; M. Schnall, a psychologist; and T.G. Devine, an educator. Also included are Cruickshank's responses to the panel and to two questions from the floor. (DF)

ABSTRACT 10706

EC 01 0706 ED N.A.
Publ. Date Apr 67 4p.
Hay, Louis; Cohen, Shirley
Perspectives for a Classroom for Disturbed Children.
New York City Board Of Education, New York, Junior Guidance Classes Program
EDRS not available
Exceptional Children; V33 N8 P577-80 Apr 1967

Descriptors: exceptional child education; emotionally disturbed; administration; special classes; classroom arrangement; classroom furniture; hyperactivity; space orientation; withdrawal tendencies (psychological); attention span; interpersonal competence; acoustics; bulletin boards; interior space

Guidelines are presented for the constructive use and arrangement of the classroom to contribute to the growth of learning and living together of emotionally disturbed students. The following characteristics of the disturbed child are examined with reference to planning a classroom: poor motor coordination, hyperactivity, disorientation in space, distorted or poorly developed social relations, distractibility and poor impulse control, lack of initiative and independence, and a need to withdraw from the group. Size, location, and other aspects of the room are discussed in view of the special needs of the disturbed child. (SB)

ABSTRACT 11002

EC 01 1002 ED N.A.
Publ. Date 66 29p.
Boder, Elena
A Neuropediatric Approach to the Diagnosis and Management of School Behavioral and Learning Disorders.
Southern California University, Los Angeles, School Of Medicine
EDRS not available
Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
Chapter In Learning Disorders, Volume 2, Pages 15-44.

Descriptors: exceptional child services; learning disabilities; behavior; identification; neurologically handicapped; clinical diagnosis; medical evaluation; psychological evaluation; dyslexia; hyperactivity; perceptual motor coordination; psychological patterns; evaluation criteria; minimally brain injured; psychoeducational clinics; educational diagnosis; educational coordination; psychotherapy

The diagnostic and therapeutic approach to a behavioral or learning problem described, features a systematic utilization of multidisciplinary school personnel as an integral part of the diagnostic and planning team. The approach is directed toward the diagnosis and management of the three major symptoms of minimal cerebral dysfunction (schematically represented as a minimal cerebral dysfunction triangle): hyperkinetic behavior, specific learning disabilities and motor impairments, and the secondary emotional overlay. Procedures of school team reports, psychological tests battery, neurological exam, additional diagnostic studies, and reports to schools used in

the diagnostic evaluation are listed. Diagnostic criteria for minimal cerebral dysfunction including the hyperkinetic behavior syndrome and specific developmental dyslexia (systematically screened for in the neurological exam) are given and diagnostic findings reported. Management essentials presented are communication with key school personnel for diagnostic interpretation and educational planning, parent and child counseling for diagnostic interpretation and educational planning, parent and child counseling for diagnostic interpretation and home management, and psychotropic drug therapy as indicated. A word recognition test and a list of 62 references are included. (TE)

ABSTRACT 11185

EC 01 1185 ED 027 672
Publ. Date 68 186p.
Quay, Herbert C., Ed.
Children's Behavior Disorders; An Enduring Problem in Psychology.
EDRS not available
D. Van Nostrand Company, Inc., 120 Alexander Street, Princeton, New Jersey 08540 ($1.95).

Descriptors: exceptional child research; emotionally disturbed; behavior change; behavior; etiology; family (sociological unit); individual characteristics; disadvantaged youth; identification; behavior problems; delinquency; hyperactivity; medical treatment; drug therapy; research reviews (publications); reinforcement; curriculum; followup studies; parent child relationship; autism

Eleven papers, most of them with an experimental or empirical viewpoint, discuss childhood behavior disorders. R. Lapouse and M. Monk present an epidemiologic study of behavior characteristics; J. Roach and others describe sociopsychological characteristics of a child guidance clinic caseload; D. Peterson treats behavior problems of middle childhood; and H. Quay and others consider pupil personality patterns in special classes for the emotionally disturbed. The following topics are also explored: lower class culture as a generating milieu of gang delinquency, by W. Miller; recidivism, psychotherapy, and delinquency, by C. Franks; mothers as therapists for their children, by R. Wahler and others; reinforcement and behavioral deficits of autistic children, by C. Ferster; effects of Chlorpromazine on behavior and learning ability of hyperactive children, by J. Werry and others; curriculum and disordered behavior, by W. Rhodes; and a 30-year followup study on the adult psychiatric status of 150 subjects who had been childhood behavior problems, by P. O'Neal and L. Robins. (LE)

ABSTRACT 11263

EC 01 1263 ED N.A.
Publ. Date 65 282p.
A Profile...The EH Child...And His Needs.
Contra Costa County Department Of Education, Pleasant Hill, California
EDRS not available

Contra Costa Department Of Education, 75 Santa Barbara Road, Pleasant Hill, California 94523.

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; neurologically handicapped; hyperactivity; perception; language arts; perceptual motor coordination; language development; mathematical concepts; mental retardation; neurological development; emotionally disturbed; epilepsy; dyslexia

The educationally handicapped child and his needs are discussed. Lectures treat mental retardation, function and malfunction of the nervous system, epilepsy, the education of the hyperactive child, perception, visual motor coordination and teaching materials, training perception, sensory motor training, special help in specific areas, and dyslexia. Student committee reports consider methods and materials encouraging the sequential development of quantitative concepts; eight authorities on visual perception and fine motor coordination; methods and materials for teaching reading, spelling, and writing; teaching methods and techniques for auditory perception and language development; and gross motor development materials and teaching and evaluation methods. An additional report discusses psychological services for emotionally handicapped children. The appendixes provide a diagnostic test to be administered by teachers to discover potential learning difficulties of children and outline the regulations relating special education programs for emotionally handicapped minors; a general bibliography cites 101 items. (LE)

ABSTRACT 11363

EC 01 1363 ED N.A.
Publ. Date 01 Dec 65 8p.
Sterling, Barbara
Screening: Educationally Handicapped Program.
Orange County Schools, Santa Ana, California, Office Of The Superintendent;
California Association For Neurologically Handicapped Children, Santa Ana, Orange County Chapter
EDRS not available
California Association For Neurologically Handicapped Children, Orange County Chapter, P. O. Box 1592, Santa Ana, California 92702.

Descriptors: exceptional child education; academically handicapped; identification; learning disabilities; behavior rating scales; student evaluation; achievement rating; interpersonal relationship; social relations; academic achievement; aggression; behavior problems; task performance; learning difficulties; physical characteristics; hyperactivity; withdrawal tendencies (psychology)

An evaluation form, organized into four sections, is designed for teacher use in referring children needing special education under California's Educationally Handicapped Program. Six kinds of behavior including specific behavior, relations with adults, group role, mood, work habits, and best methods for handling problems are provided for description. Three items cover learning problems in comprehension, memory, attention span, expression, reasoning, reversals, and number confusion. Space is provided for listing texts and levels the child is using and for level of achievement. Physical appearance may be described. For each section, guidelines are provided which outline the types of descriptions and information helpful in referral. (DF)

ABSTRACT 11767

EC 01 1767 ED N.A.
Publ. Date Aug 67 7p.
Allen, K. Eileen And Others
Control of Hyperactivity by Social Reinforcement of Attending Behavior.
EDRS not available
Journal Of Educational Psychology; V58 N4 P231-7 Aug 1967

Descriptors: exceptional child research; preschool children; attention span; operant conditioning; reinforcement; behavior change; teacher role; social influences; hyperactivity; case studies (education)

The attending behavior of a 4 1/2-year-old boy was increased by systematic social reinforcement by his preschool teachers. Teachers gave the subject attention when he stayed with one activity for a minute. The average duration of activities increased from 53 seconds to 1 minute 51 seconds with teacher reinforcement. Without teacher reinforcement duration dropped to 59 seconds per activity. Reinforcements were again applied and duration reached 2 1/2 minutes per activity. When the reinforcement criterion was then raised to 2 minutes, the average duration leveled off to 1 minute 34 seconds per activity. Social behavior did not change. Conclusions were that attending behavior can be shaped and maintained by teachers using social reinforcement. (LE)

ABSTRACT 11778

EC 01 1778 ED N.A.
Publ. Date Jan 68 6p.
Tizard, Barbara
Observations of Over-Active Imbecile Children in Controlled and Uncontrolled Environments, II. Experimental Studies.
EDRS not available
American Journal Of Mental Deficiency; V72 N4 P548-53 Jan 1968

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; activities; behavior; hyperactivity; institutionalized (persons); stimulus behavior; environmental influences; physical environment

The effects of stimulus variation and of increasing familiarity with the environment on the amount of locomotion were tested with 19 severely retarded children aged 8 to 10 years, eight of whom were

rated as overactive and 11 as not overactive. The amount and nature of movement was observed for each subject in an experiment room for four 5-minute sessions, with and without toys. Results showed that there were no significant differences in the movement scores of the two groups and no significant habituation in the amount of movement recorded over the four sessions for either group. Also, stimulus variation did not affect the overall movement score, although it did affect the nature of the children's activity. Thus, the theory that brain damaged children can be quieted by a low stimulus environment was not supported. (Author/LE)

ABSTRACT 11865

EC 01 1865 ED N.A.
Publ. Date Jan 68 8p.
Tizard, Barbara
Observations of Over-Active Imbecile Children in Controlled and Uncontrolled Environments, I. Classroom Studies.
EDRS not available
American Journal Of Mental Deficiency; V72 N4 P540-7 Jan 1968

Descriptors: exceptional child research; mentally handicapped; hyperactivity; behavior rating scales; identification; custodial mentally handicapped; mongolism

Two groups of severely subnormal institutionalized children, ages 8 to 10, IQ's around 20, were observed during free play. The first group consisted of nine children rated by teachers and nurses as very overactive; the second group, which served as controls, consisted of 11 rated not overactive. The overactive children moved about significantly more often than the control children but were not rebuked more often nor did they receive more attention from their teachers; they were not more aggressive than the control children, but they made significantly fewer friendly contacts. The classical hyperkinetic syndrome was not seen, rather the overactive children showed a wide range of personality. There was some evidence that they had suffered brain damage of a kind different from that found in the control group. (Author/LE)

ABSTRACT 11968

EC 01 1968 ED 031 001
Publ. Date 69 265p
Cratty, Bryant J.
Perceptual-Motor Behavior and Educational Processes.
EDRS not available
Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).

Descriptors: exceptional child education; handicapped children; teaching methods; perceptual motor learning; physical education; visually handicapped; orthopedically handicapped; learning theories; social influences; visual perception; minimally brain injured; mentally handicapped; perceptual development; visually handicapped mobility; hyperactivity; psychomotor skills; perceptual motor coordination; lateral dominance

Addressed to elementary school and special class teachers, the text presents research-based information on perceptual-motor behavior and education, including movement and the human personality, research guidelines, and movement activities in general education. Special education is considered and perceptual motor abilities are discussed with reference to the blind, the clumsy child with minimal neurological handicaps, the mentally retarded, and the orthopedically handicapped. An appendix provides a screening test for evaluating perceptual motor attributes of neurologically and mentally handicapped children as well as a mobility orientation test for the blind. (MS)

ABSTRACT 12084

EC 01 2084 ED N.A.
Publ. Date Jul 69 3p.
Johnson, Ronald C.
Behavioral Characteristics of Phenylketonurics and Matched Controls.
EDRS not available
American Journal Of Mental Deficiency; V74 N1 P17-9 Jul 1969

Descriptors: exceptional child research; mentally handicapped; behavior problems; institutionalized (persons); behavior rating scales; aggression; hyperactivity; Phenylketonuria

Two hundred and two institutionalized individuals with phenylketonuria (PKU) were compared with a control group on 22 rated behaviors. The PKU group differed markedly in behaviors indicative of activity and aggressiveness but did not differ appreciably on other behaviors rated. (Author/RJ)

ABSTRACT 20217

EC 02 0217 ED N.A.
Publ. Date Feb 67 11p.
Eisenberg, Leon
A Treatment for Disturbed Children. A Follow Up Study.
National Clearinghouse For Mental Health Information, Chevy Chase, Maryland;
National Institute Of Mental Health, Bethesda, Maryland
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.00).
From Mental Health Program Reports, No. 1568, P. 25-35, A Public Health Service Publication.

Descriptors: exceptional child research; emotionally disturbed; drug therapy; psychotherapy; neurotic children; hyperactivity; delinquency; thought processes; identification; learning characteristics

Studies on the treatment of emotionally disturbed children are reviewed. Results reported indicate the following: brief psychotherapy worked marked improvement in the behavior of neurotic children; hyperkinetic children showed little response to psychotherapy but improved when treated with a stimulating agent; and this same stimulating agent also improved the behavior of delinquent boys in a training school. Also summarized is ongoing research on symptom clusters of types of disturbed children and on the thinking process in the developing child. The role of psychiatry is discussed. (JA)

ABSTRACT 20224

EC 02 0224 ED N.A.
Publ. Date Aug 67 3p.
Happ, F. William
Teaching Aids for the Mentally Retarded Child.
EDRS not available
Mental Retardation; V5 N4 P33-5 Aug 1967

Descriptors: exceptional child education; mentally handicapped; instructional aids; teaching methods; instructional materials; perception; perceptual motor coordination; auditory perception; discrimination learning; attention; hyperactivity; sensory training

Teaching apparatus and techniques to be used with mentally retarded children are described, including aids with startle elements for the passive child and with combined stimuli for the hyperactive child. Also discussed are aids for teaching perceptual motor skills and sensory perceptual skills (shape, size, and color perception). Aids for teaching auditory and other types of perception are also considered. A book, a catalog, and two films dealing with such devices and techniques are cited. (JD)

ABSTRACT 20499

EC 02 0499 ED N.A.
Publ. Date 69 141p.
Knoblock, Peter, Ed.; Johnson, John L., Ed.
The Teaching-Learning Process in Educating Emotionally Disturbed Children.
Syracuse University, New York, Division Of Special Education And Rehabilitation
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($3.00).

Descriptors: exceptional child education; emotionally disturbed; hyperactivity; student teacher relationship; teaching methods; student evaluation; classroom research; educational diagnosis; mathematics

The following articles on the emotionally disturbed are presented: an approach to the study of teaching by Edmund Amidon; comments on an approach to the study of teaching by David Hunt; approaches to evaluation by Maynard Reynolds; a research program in a public school setting by Rhoda Fisher; the needs and curriculum for hyperactive children by William Cruickshank; and comments on hyperactive children by Gayle Beck. Additional comments on hyperactive children are presented by Sheldon Cohen, while additional topics

consider functional diagnostic dimensions and their application in the education of disturbed children by Ralph Rabinovitch, and diagnosis and treatment in mathematics--its progress, problems and potential role in educating emotionally disturbed children and youth by John Wilson. (LL)

ABSTRACT 20504

EC 02 0504 ED N.A.
Publ. Date (67) 37p.
Baldwin, Ruth And Others
The Doctor Looks at the NH Child; Diagnosis and Treatment.
Ontario Association For Children With Learning Disabilities, Toronto
EDRS not available
Ontario Association For Children With Learning Disabilities, 306 Warren Road, Toronto 7, Ontario.

Descriptors: exceptional child research; learning disabilities; behavior problems; achievement; neurologically handicapped; minimally brain injured; hyperactivity; drug therapy; mental health; teacher responsibility; psychological patterns; clinical diagnosis; medical treatment; behavior patterns; sedatives

An article on the treatment of behavior disorders with medication concerns the effectiveness of various drugs in controlling the behavior disorders of 100 minimally brain injured children and includes reviews of related literature. Examination of medication response in relation to electroencephalographic patterns revealed no significant findings but some useful trends were noted with several drugs. A discussion of diagnosis and treatment of hyperactivity focuses on hyperactivity, etiology, medication, and therapeutic regimen and indicates that the judicious use of drugs may produce dramatic improvement in behavior. Information on school achievement, learning difficulties, and mental health suggests that the pressure on children to achieve in their schoolwork should be examined in relation to their mental and physical health. It is suggested that teachers can recognize unhealthy behavior patterns and promote healthy behaviors. The pressure of many parents for achievement at school illustrates the need for more teacher-parent communication regarding the school's aims and methods, particularly in view of the increasing appreciation of the individual differences in children; case illustrations are included. (LE)

ABSTRACT 20681

EC 02 0681 ED N.A.
Publ. Date Mar 69 8p.
Freibergs, Vaira; Douglas, Virginia I.
Concept Learning in Hyperactive and Normal Children.
EDRS not available
Journal Of Abnormal Psychology; V74 N3 P388-95 Mar 1969

Descriptors: exceptional child research; learning disabilities; emotionally disturbed; cognitive processes; reinforcement; hyperactivity; behavior problems; concept formation; positive reinforcement; visual learning; learning motivation; arousal patterns; attention control

Concept learning was compared for 65 hyperactive children of average mental ability and 99 normal children, aged 6 to 12 years, in a controlled learning situation. Four concept problems of two types were used in four individual sessions with each subject. Performance on each concept was scored in terms of the number of trials required to reach criterion. Marble rewards were given as continuous, partial, or delayed reinforcement. Both acquisition and reversal data were obtained. Findings indicated that hyperactives were as efficient as the normal controls in discovering the correct concept in a continuous reinforcement concept learning situation with both 4-second and 8-second inter-trial intervals. Significant decrements in the performance of hyperactives were found under partial reinforcement, and persisted on retest sessions occurring 2 months later. The results suggest attention and motivation variables as an explanation of the hyperactives' performance decrements, rather than attributing them to global cognitive-conceptual impairments. There are five tables of statistical data and analyses. (LE)

ABSTRACT 20791

EC 02 0791 ED N.A.
Publ. Date Jan 70 6p.
Hallahan, Daniel P.
Cognitive Styles: Pre-School Implications for the Disadvantaged.
EDRS not available
J Learning Disabilities; V3 N1 P4-9 Jan 1970

Descriptors: exceptional child education; disadvantaged youth; cognitive development; hyperactivity; learning disabilities; neurologically handicapped; preschool programs; psychological characteristics; behavior patterns; teaching methods

Research studies describing the characteristics of cognitive processes in disadvantaged children are presented, and similarities of these cognitive styles with those of the hyperkinetic, brain injured child are given. Implications from these behavior and cognitive characteristics are made for teaching methods and pre-school program planning for the disadvantaged. (RD)

ABSTRACT 21092

EC 02 1092 ED N.A.
Publ. Date Aug 69 186p.
Tymchuk, Alexander J.; Knights, Robert M.
A Two Thousand Item Bibliography: The Description, Etiology, Diagnosis, and Treatment of Children with Learning Disabilities or Brain Damage.
Children's Psychiatric Research Institute, London, Ontario, Canada
Ontario Mental Health Foundation, London, Ontario, Canada
EDRS not available
Children's Psychiatric Research Institute, London, Ontario, Canada.

Descriptors: learning disabilities; minimally brain injured; etiology; clinical diagnosis; bibliographies; aphasia; dyslexia; hyperactivity; cerebral palsy; perceptually handicapped; electroencephalography; psychological evaluation; drug therapy; behavior change; motor development; perceptual motor coordination; teaching methods; followup studies; testing; identification

This 2,000-item bibliography was prepared in order to provide a single comprehensive reference list for individuals interested in the classification, etiology, diagnosis, and treatment of children who are considered to have learning problems or brain damage. Articles dealing with adults and animals, and articles dealing with normal children are not included. The articles have been classified under various headings and arranged alphabetically within the following sub-headings: children with learning disabilities, minimal brain injury, aphasia, dyslexia, hyperactivity, and cerebral palsy; etiology (neurological and educational); electroencephalography and psychological and educational diagnosis; drug therapy and educational treatment; and followup studies. If there are differences in opinion about classification an Author Index is provided to assist in locating a particular article. Approximately 30 articles are listed twice in the bibliography; this repetition was permitted if an outstanding article was cited frequently in the learning problem literature. (Author/RJ)

ABSTRACT 21371

EC 02 1371 ED N.A.
Publ. Date Mar 68 6p.
Cook, John J.
Research and Evaluation: Teacher Defined Problems and Solutions in Special Education Classes.
Wisconsin Department Of Public Instruction, Madison
EDRS not available
Bureau Memorandum; V10 N3 P1-6 Mar 1968

Descriptors: exceptional child research; teacher attitudes; class management; discipline; behavior problems; motivation; heterogeneous grouping; self care skills; study habits; sexuality; moral issues; self concept; hyperactivity; communication problems; withdrawal (psychological); family relationship; handicapped children; teaching methods

To elicit teacher opinions of problems in programs for the handicapped, all special education teachers in Wisconsin were surveyed. Of 1,068 teachers contacted, 690 returned forms; 432 were used as the basis of the analysis. Twenty-four major categories of problems were delineated, and effective or ineffective solutions were associated with each problem. The problems are presented in decreasing order of their reported occurrence. Solutions of an essentially repressive nature tended to be reported as ineffectual compared to more neutral and more positive solutions. An additional finding was that except for the

problem of inability to communicate. Title VI projects which were reviewed did not address themselves to any of the major problem areas defined by the teachers. (RJ)

ABSTRACT 21424

EC 02 1424 ED N.A.
Publ. Date Dec 69 8p.
Kahn, J. P.
The Emotional Concomitants of the Brain-Damaged Child.
EDRS not available
Journal Of Learning Disabilities; V2 N12 P644-51 Dec 1969

Descriptors: minimally brain injured; behavior; individual characteristics; hyperactivity; emotional problems; social factors; self concept; social adjustment; schizophrenia; parent attitudes

Of interest to all with a concern for the child with learning disabilities, this is a resume of the following accepted premises in the field of the brain damaged child: it is neither useful nor possible to entirely separate the neurophysiological from the psychological effects of minimal cerebral dysfunction; the child with minimal cerebral dysfunction perceives the world in a different fashion from the normal; there is a deviant construction of reality resulting in an organism-environment non-fluency and non-congruity; and the best psychotherapy for such a child is to meet his special educational requirements. (Author/RD)

ABSTRACT 21761

EC 02 1761 ED 035 140
Publ. Date 67 89p.
Hamblin, Robert L.; Buckholdt, David
Structured Exchanges and Childhood Learning: Hyperaggressive Children. Program Activity 12.
Central Midwestern Regional Educational Laboratory, Inc., St. Ann, Missouri
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; reinforcement; aggression; behavior change; rewards; motivation; social reinforcement; negative reinforcement; positive reinforcement; reinforcers; behavior theories; teaching methods; behavior problems; hyperactivity; habit formation; controlled environment; therapeutic environment; case studies (education); operant conditioning

Recognizing that punishment for aggression often is noneffective or inadvertently reinforces the aggressive act, the authors discuss an alternative approach and provide an explanation of the exchange theory of aggression. Three classroom experiments, operated with children chosen as the most severe behavior problems in a local school system, are reported. Teachers were initially allowed to teach as they usually would to provide baseline data. Observational reports showed chaotic classrooms with the teachers rewarding aggressive behavior. Token exchange systems were introduced according to the needs of the classroom. Anecdotal records and tables of data showed substantial reduction of hyperactive behavior and destructive acts with a resulting significant increase in attention level and class cooperation. Reversals of the conditions with the return to the baseline, no token exchange environment, showed a return to the original aggressive behavior, however, when the token exchange system for cooperation was reinstated, a significant decrease of aggressive acts resulting in a more productive learning environment was noted. Case studies detail the effects of the exchange system on two pupils and show the effect of restructuring the rewards in token exchange programs which were not immediately effective. (WW)

ABSTRACT 22136

EC 02 2136 ED N.A.
Publ. Date Jan 70 9p.
Wright, Lance; McKenzie, Clancy
Talking Group Therapy for Learning Disabled Children.
EDRS not available
Reading Teacher; V23 N4 P339-46, 385 Jan 1970

Descriptors: hyperactivity; learning disabilities; group therapy; group discussion

A talking group for five hyperactive boys, ages 10 and 11, is discussed. Begun as an experiment in group therapy, the boys met 1 hour a week with two therapists and a supervisor. Case studies illustrate change that took place within individuals and within the group as a whole (group dynamics) are described. The talking group is considered a viable alternative to an activities group; advantages are that talking is less likely to lead to overstimulation and that more emphasis can be placed on interpretation of group feelings and processes. (RJ)

ABSTRACT 22675

EC 02 2675 ED N.A.
Publ. Date Apr 70 5p.
Smith, Barbara S.; Phillips, Elizabeth H.
Treating a Hyperactive Child. Case Report.
EDRS not available
Physical Therapy; V50 N4 P506-10 Apr 1970

Descriptors: exceptional child education; mentally handicapped; hyperactivity; case studies (education); therapeutic environment; physical therapy; trainable mentally handicapped; sensory deprivation

Treatment of a four year old mentally retarded hyperactive girl by a technique which reduced all external sensory stimuli except touch is explained. Progress of the patient in skill development and behavior changes are described. (MS)

ABSTRACT 23319

EC 02 3319 ED N.A.
Publ. Date Jul 70 14p.
Sprague, Robert L. And Others
Methylphenidate and Thioridazine: Learning, Reaction Time, Activity, and Classroom Behavior in Disturbed Children.
EDRS not available
American Journal Of Orthopsychiatry; V40 N4 P615-28 Jul 1970

Descriptors: exceptional child research; emotionally disturbed; drug therapy; learning processes; reaction time; hyperactivity; behavior change

Twelve emotionally disturbed underachieving boys in special education class served as their own controls in a three-factor study: drug (methylphenidate, thioridazine, and placebo), dosage (low and high), and number of stimuli displayed. Methylphenidate significantly increased correct responding, decreased reaction times and hyperactivity, and significantly increased attention and cooperative behavior in the classroom. (Author)

ABSTRACT 23323

EC 02 3323 ED N.A.
Publ. Date Jul 70 4p.
Scott, Thomas J.
The Use of Music to Reduce Hyperactivity in Children.
EDRS not available
American Journal Of Orthopsychiatry; V40 N4 P677-80 Jul 1970

Descriptors: exceptional child education; hyperactivity; music; classroom environment; behavior change; music therapy

Hyperactivity may diminish when environmental stimulation is minimized, as it is in low-stimulus study booths. Surprisingly, a similar effect may be obtained simply by introducing background music. The parent or teacher attempting to reduce hyperactivity might well experiment with conditions other than simple stimulus reduction. (Author)